

Inspection of Our Lady Afterschool Club

Clitherow House, Manor Square, Otley LS21 3AY

Inspection date:

21 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy themselves in a safe, fun and relaxed environment. They readily make choices, such as whether they want to play inside or outside, and have immense fun. Children take part in a wealth of stimulating activities, designed to foster their social skills and friendships. Staff successfully build on the knowledge, essential skills and positive attitudes that children require for successful learning in school and beyond. Children develop a strong sense of belonging as a result of their excellent involvement in how the club is run.

Children thrive on staff's warm, positive and friendly interactions that motivate them. For example, as children play with green dough they make 'broccoli' soup for staff, and ask staff to help them make a horn for their 'unicorn' buns. Children are engrossed in activities. They demonstrate high levels of confidence, self-esteem and independence as they lead their own play.

Children are highly sociable as they play and during daily routines, such as mealtimes. They share ideas while building with construction toys or moulding shapes with dough, and kindly share resources. Children demonstrate exemplary behaviour as they follow the club rules, which they help to set. They are kind, polite and respectful to one another. Staff are excellent role models.

What does the early years setting do well and what does it need to do better?

- Staff effectively support new children's emotional well-being. For example, they meet families and share information at the school's event for new parents. Children visit the club before they start. Staff use this as an opportunity to get to know each child and their individual needs, for example, through an 'all about me' document.
- Staff take full account of children's interests and views. For instance, children add their ideas to planning books. Staff continuously update their detailed planning in response to children's suggestions, interests or home experiences. They enhance children's experiences by encouraging visitors, such as grandparents, who bake with children.
- Staff form excellent partnerships with children's reception class teachers to support their learning in school. For example, they complement topics and plan fun activities that build on children's mathematical and literacy skills. Children use stencils and create patterns with toy car wheels and paint. They sound out letters as staff help them to write their names and staff introduce the names of three-dimensional shapes, such as a sphere.
- Staff enhance children's enjoyment and sense of fun through their friendly approach and skilful interactions. For example, they encourage children to

speculate what colour blue and red paint will make. Staff ignite children's thinking skills when they seek help to create dough models. They ask questions, such as, 'What do you think we need to do to make the unicorn's horn?' and, 'Do you think we need to roll the dough flat first?'

- Staff help children to learn about diversity in certain respects, such as taking part in activities to learn about Chinese New Year. However, staff do not consistently expand on children's understanding of a broader representation of people, families and communities beyond their own.
- Staff provide excellent opportunities for children to learn about potential risks and dangers. For example, children help to create their own risk assessments for activities, such as playing pool and indoor gymnastics. They also create safety rules, such as not running around when eating and chewing food properly, to minimise the risk of choking.
- Staff effectively help children to learn about healthy lifestyles. For example, they share child-friendly books about the COVID-19 pandemic and implement rigorous hygiene routines. Staff reinforce messages about healthy eating on a 'snack board'. Children choose from an array of healthy snack options. Staff make innovative resources to support children's understanding of good oral health.
- The manager, who is also the owner, continually monitors and reflects on practice with staff, to identify improvements. As part of this, the club has gained an award, run by a well-known disability equality charity. Staff's qualifications and the continued mentoring from the manager have a very positive impact on practice.
- The manager distributes detailed parent questionnaires and child-friendly surveys to help inform practice. For example, staff have recently reintroduced the cosy story corner at children's request.

Safeguarding

The arrangements for safeguarding are effective.

Staff give a high priority to children's safety and welfare. The manager makes sure that there are rigorous recruitment and vetting processes. Staff closely supervise volunteers under the age of 16. They have a secure knowledge of child protection issues, including how to report any concerns of this nature. The manager and deputy manager undertake more advanced safeguarding training, relevant to their lead roles. The manager shares useful information with staff to reinforce their knowledge of child protection issues and keep them up to date with changes. Staff undertake rigorous risk assessments to ensure that the premises are safe and secure. They demonstrate safe practices, such as communicating via walkie-talkies when children are playing inside and outside.

Setting details

Unique reference number	EY485807
Local authority	Leeds
Inspection number	10131638
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	50
Name of registered person	Green, Laura
Registered person unique reference number	RP904407
Telephone number	07939047865
Date of previous inspection	1 February 2016

Information about this early years setting

Our Lady Afterschool Club registered in 2015 and operates from Clitherow House in Otley. The club employs four members of childcare staff, two of whom hold appropriate early years qualifications; one member of staff holds a qualification at level three and the manager holds a qualification at level 6. The club opens Monday to Friday during term time. Sessions are from 7.15am to 8.40am and from 3.15pm until 6pm. The club solely accommodates the children who attend St Joseph's Catholic Primary School.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the safety and suitability of the premises. She also accompanied staff on the school collection.
- The inspector completed a learning walk of the areas used by the club with the manager to find out how the club is organised and the range of activities provided.
- The manager and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training, and documents relating to the suitability of staff and volunteers. The manager shared questionnaires completed by parents and children's surveys.
- The inspector held regular meetings with the manager throughout the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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